



2004-05 Consolidated Application Workshop

Office of School Improvement
Field Services Unit
Michigan Department of Education



Consolidated Application

- Purpose: to facilitate the coordination and consolidation of supplementary resources available to the district.
- Electronic system through MEGS: to enable users to efficiently complete applications electronically.



Categorical Programs

- Title I, Parts A, C, D
- Title II, Parts A, D
- Title III
- Title V, Part A
- Title VI, Part B
- Section 31a
- Section 41

Office of School Improvement

Descriptions of Categorical Programs

Title I, Part A – Improving Basic Programs

The Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a school wide or a targeted assistance program. Schoolwide programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the entire educational program of the school. Targeted assistance programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional development, and parent involvement are important components of each district's Title I, Part A program.

Title I, Part C – Migrant Education Program

The Migrant Education Program is designed to support high-quality comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The program provides educational and support services to migrant children and youth through both regular school year and summer programs. Children are eligible if their families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing. Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year. The program also supports identification and recruitment activities across the state to locate migrant families and inform them of available services.

Title I, Part D – Prevention/Intervention for Delinquent Children/Youth

The Title I, Part D program provides supplementary services to children and youth in state agency and local facilities for neglected or delinquent children. The services are designed to improve academic achievement, facilitate the transition of institutionalized children and youth into a regular school setting, and help prepare participants for high school completion, training and employment, or further education. Funds are awarded to state agencies and local or intermediate school districts based on their counts of children/youth in facilities for delinquent children/youth.

Title I – School Improvement

The Title I School Improvement funds are designed to meet the Michigan Department of Education's (MDE) responsibility to distribute and target resources sufficiently to make a difference to local schools and school districts where the needs are greatest. It is a priority for MDE to allocate these funds to the lowest achieving schools; to schools that demonstrate the greatest need for such funds; and to schools that demonstrate the strongest commitment to ensuring that the funds are used to assist the lowest achieving schools make progress on their school improvement plans.

Title II, Part A – Teacher and Principal Training and Recruiting

This program was created as a combination of the former Eisenhower and Class Size Reduction programs through 2001-02. The Title II, Part A program is focused on recruiting, training, and retaining highly qualified staff, as well as recruiting and hiring supplementary staff. These funds may also be used to reduce class size, particularly in the early grades. This program supports teachers' professional development across all core academic subjects.

Title II, Part D – Enhancing Education Through Technology

The Title II, Part D program consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant programs into a single state formula grant program to support the integration of educational technology into classrooms to improve teaching and learning.

Title III – Language Instruction For Limited English Proficient and Immigrant Students

The Title III program is designed to assure speedy acquisition of English language proficiency, assist students to achieve in the core academic subjects, and to assist students to meet State standards. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

Title V, Part A – Innovative Education Program Strategies

The Title V, Part A program is designed to support local innovation and reform by providing supplementary funds to be used in one or more targeted areas. See the detailed list of programs in Appendix A.

The legislation requires consultation with parents, teachers and school administrators regarding the use of each district's Title V, Part A funds.

Title VI – Flexibility and Accountability

Part A, Subpart 2 – The purpose of this subpart is to allow States and local education agencies the flexibility:

1. to target Federal funds to Federal programs that most effectively address the needs of States and localities; and
2. to transfer Federal funds allocated to other activities to allocations for certain activities authorized under Title I.

No additional funding is made available through this subpart.

Title VI, Part B – Rural and Low Income Schools

The Title VI Rural and Low Income Schools grant is designed to provide funding to specific schools to help them overcome the unique problems of these schools related to the recruitment and retention of teachers. Grant funds can also be used to assist with the purchase of educational technology and professional development that supports teachers in the use of technology.

Title X, Part C – Education for Homeless Children and Youth

The purpose of the Title X Education for Homeless Children and Youth, also known as the McKinney Vento Act, is to assist districts to remove barriers to the enrollment, attendance or success in school of homeless children and youth. Grant funds support homeless children and youth in a variety of ways to ensure that they have access to the same challenging state standards and high quality education as other students.

Refugee Children School Impact Program

The purpose of the Refugee Grant program is to provide for some of the costs of educating refugee children incurred by local school districts in which significant numbers of refugee children reside. Goals include improvement of resettlement outcomes including English language training and cultural assimilation programs. The Michigan Refugee Children School Impact Grant articulates the two goals of the program into four broad objectives: School Entry Preparation Services, Language Skills, Challenging Curricular Standards, and Partnerships to Assist Transition.

Comprehensive School Reform

The Comprehensive School Reform (CSR) Program is a federal initiative designed to help high-needs schools improve student achievement by implementing comprehensive school reform programs that are based on research and effective practices, and include an emphasis on basic academics and parent involvement. Competitive grants are provided to fund the technical assistance, professional development and special instructional materials costs of adopting a national comprehensive school reform model that has demonstrated its effectiveness in raising student achievement and has been replicated successfully in other schools. To be eligible for a CSR grant, a school must have a poverty concentration of at least 50%. Most of the grants are awarded to schools that also have low MEAP scores. Schools and districts must reallocate other funds, such as Title I and Section 31a funds, to support staff and other ongoing costs of implementing the model.

Section 31a – Programs for At-Risk Pupils

Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. These criteria include low achievement on MEAP tests in mathematics, reading or science; failure to meet core academic curricular objectives in English/language arts or mathematics (applies to grade K-3 pupils only); or the presence of two or more identified at-risk factors. The funds may also be used for class size reductions in grades K-6 in schools above the district's poverty percentage. Section 31a funds are limited to direct services to pupils and may not be used for administrative or other related costs.

Section 41 – Bilingual Programs

Section 41 of the State School Aid Act provides funding to districts to support bilingual instruction for pupils of limited English-speaking ability. The legislation specifies that the funds are to be used solely for bilingual instruction in speaking, reading, writing or comprehension for limited English-speaking pupils. Funding is based on the number of eligible membership pupils who will be provided bilingual instruction.

Office of School Improvement

TITLE V, PART A – INNOVATIVE PROGRAMS LOCAL USES OF FUNDS

Instructional Programs

- Establishment or enhancement of pre-kindergarten programs
- Programs to recruit, train and hire highly qualified teachers to reduce class size, particularly in the early grades
- Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention programs
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling for at-risk students
- Programs using research-based cognitive and perceptual development approaches and a diagnostic-prescriptive model to improve student learning of academic content
- Programs to provide for needs of gifted and talented students
- Alternative education programs for expelled or suspended students, including re-entry assistance programs
- Supplemental educational services by outside providers for students in Title I schools identified for school improvement, corrective action or restructuring

Instructional Materials, Professional Development & School-Based Reform

- Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program
- Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology
- Professional development activities in accordance with Title II, focused on student achievement of core academic standards
- Programs that use best-practice models to improve classroom teaching and learning
- Programs to establish smaller learning communities
- Title I school improvement programs or activities for identified schools

District-Level Reform

- Activities to encourage and expand district-wide improvements designed to advance student academic achievement
- Promising education reform projects, including magnet schools
- Activities to promote, implement or expand public school choice
- Planning, design and initial implementation of charter schools
- Programs to provide same-gender schools and classrooms (consistent with law)

Pupil Support Services

- Programs to hire and support school nurses
- Expansion and improvement of school-based mental health services
- School safety programs, including transfer options for students in persistently dangerous schools

Parent & Community Involvement

- Initiatives to generate, maintain and strengthen parental and community involvement
- Programs to improve literacy skills of adults, especially parents, including adult education and family literacy programs
- Community service programs involving school personnel and students
- Service learning activities
- Activities to promote consumer, economic and personal finance education
- Programs for cardiopulmonary resuscitation (CPR) training in schools



Allocations

- The state allocations are determined by the U. S. Department of Education.
- As of this presentation, the state has not received its allocations.



MEGS Security Levels

Level 1 – Viewers. This level has the ability to view all parts of the application. Cannot input or edit any information.

Level 2 - Grant Writers. This level has the ability to input and edit any data other than agency or main contact information.

Level 2c - Financial Officers. This level has the ability to input and edit budget data for the agency.

Level 2d - Program Coordinators. This level has the ability to input and edit pages under the Program Information heading like Delivery Systems for Special Populations and Local School District Consolidated Plan.

Level 3 Consortium Member-Authorized Officials. All Authorized Officials from Consortia Members are automatically added to the grant with View permissions.

Level 3b Cons./Grant Member Program Coordinator. The fiscal agent can add users from consortia organizations. They have permission to work on their budget and narrative only. They can save to no other portions of the grant.



MEGS Security Levels (continued)

Level 4 - Application Administrators

- Responsible for managing the application
- Initiate assigned applications
- Assign other users to participate in the grant writing or review process
- Notify Authorized Officials to submit applications, modifications and amendments
- Submit reports
- Can add/delete consortium/grant members or participating agencies to an application
- Access to assigned applications

Level 5 - Authorized Officials

- Manage MEGS accounts for district/agency
- Designate Application Administrators
- Initiate applications
- Assign lower security levels to allow edit or view status
- Add users to MEGS via a multiple entry page
- Include consortium or grant members in an application
- Submit, amend and delete applications, amendments, and/or reports
- Access to all district applications

Assurances and Certifications



MEGS: Michigan Electronic Grants System

PRINT WINDOW

CLOSE WINDOW

2004 - 2005 Consolidated Application

Assurances and Certifications

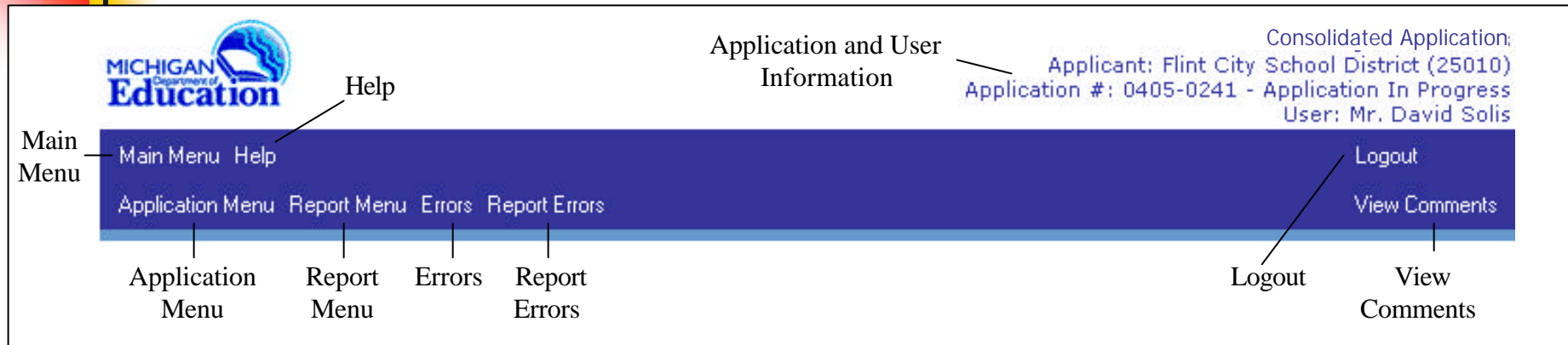
Certification Regarding Lobbying for Grants and Cooperative Agreements

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL "Disclosure Form to Report Lobbying," in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grant and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Low Tier Covered Transactions

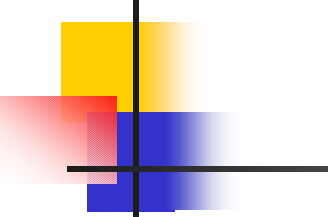
The prospective lower tier participant certified, by submission of this proposal, that neither it nor its principals presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded for from participating in this transaction by any Federal department of agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Header Details



- **Main Menu** – Returns the user to the page with all applications initiated by the user's agency.
- **Help** – Takes the user to specific help information for each page. This feature is the first source of assistance for questions or problems that users might encounter.
- **Application Menu** – Returns the user to the "home page" for the application. A feature built into this link is a JavaScript menu that allows quick access to other parts of the application. This menu has links to budget pages and program information.
- **Report Menu** – Takes the user to the list of reports for the application.
- **Errors** – Tracks the progress of the application and alerts the user when any critical part is not completed. All errors must be addressed in order to submit the application.
- **Report Errors** – Alerts the user to any errors in the report. All errors must be addressed in order to submit the report.
- **Logout** – Logs the user out of MEGS.
- **Application and User Information** – Indicates the application that is currently being worked on, the applicant agency, the application number, and the current user's name.

Grants Available in Consolidated Application




Do Not Apply	Apply Now	Apply Later	Copy Previous Grant	Grant #	Name
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	051530	Title I, Part A Regular - Improving Basic Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		041530	Title I, Part A Carryover - Improving Basic Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		051890	Title I, Part C - Migrant Education (Regular School Year)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		051700	Title I, Part D Regular - N or D Prevention / Intervention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		041700	Title I, Part D Carryover - N or D Prevention / Intervention
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	050520	Title II, Part A Regular - Teacher/Principal Training & Recruiting
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040520	Title II, Part A Carryover - Teacher/Principal Training & Recruiting
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	054290	Title II, Part D Regular - Enhancing Education Through Technology
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		044290	Title II, Part D Carryover - Enhancing Education Through Technology
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		050580	Title III Regular - Limited English Proficient Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040580	Title III Carryover - Limited English Proficient Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		050570	Title III Regular - Immigrant Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040570	Title III Carryover - Immigrant Students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	050250	Title V, Part A Regular - Innovative Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040250	Title V, Part A Carryover - Innovative Programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		050660	Title VI, Part B, Subpart 2 Regular - Rural and Low-Income Grant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		040660	Title VI, Part B, Subpart 2 Carryover - Rural and Low-Income Grant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			Section 41 - Bilingual Education

Consolidated Application Walk Through

Application Menu

- Header Details
- Application Information
- Management Activities
- General Information
- Budget Pages
- Program Information
- Attachments
- Submitting the Application



Consolidated Application
Applicant: Flint City School District (25840)
Application #: 0405-0564 - Application In Progress
User: Mr. David Sells

Main Menu: Help
Application Menu: Create Report Menu: Report/Create

Logout
View Comments

SUBMIT APPLICATION

This "Consolidated Application" application contains the following grant(s):

Grant	Apply Now/Later
Title I, Part A Regular - Improving Basic Programs	Apply Now
Title I, Part A Carryover - Improving Basic Programs	Apply Now
Title II, Part A Regular - Teacher/Principal Training & Recruiting	Apply Now
Title II, Part A Carryover - Teacher/Principal Training & Recruiting	Apply Now
Title II, Part D Regular - Enhancing Education Through Technology	Apply Now
Title III Regular - Immigrant Students	Apply Now
Section 41 - Bilingual Education	Apply Now

- The current status is **Application In Progress**
- This application is due on **Thursday, January 03, 2008** to obtain earliest beginning date
- Technology Plan Expiration Date:** Friday, June 30, 2005
- This agency met the **Gun-Free Schools Act** reporting requirement for the 2003-04 school year by submitting the SRSO End of Year report to CEPI
- [Important Information About the Consolidated Application](#)
- [Assurances and Certifications](#)

Please click on the links below to begin/continue completing your application.

MANAGEMENT ACTIVITIES

- Control Access to this Application
- Review Grant Selections
- View a PDF of this application
- View a Backup PDF

GENERAL INFORMATION

- Grant Contact and Fiscal Agent Information
- Consolidated Grant Member Information
- School Level Budgeting Options?
- Description of Available Assets
- Participation of Private Nonprofit Schools - Federal Programs

BUDGET PAGES

- Title I, Part A Regular - Improving Basic Programs
- Title I, Part A Carryover - Improving Basic Programs
- Title II, Part A Regular - Teacher/Principal Training & Recruiting
- Title II, Part A Carryover - Teacher/Principal Training & Recruiting
- Title II, Part D Regular - Enhancing Education Through Technology
- Title III Regular - Immigrant Students

PROGRAM INFORMATION

- Program Information Page Summary
- Local School District Consolidated Plan
- Delivery Systems for Special Populations (Title I-A, Title I-C, Title I-D, Title III-4P, Title III-15, Sect. 41)
- Title II, Part A Teacher and Principal Training and Recruiting
- Title V, Part A Innovative Programs - Local Uses of Funds
- Section 41 - Student Counts

ATTACHMENTS

- Sample Letter to Private Nonprofit Schools (if applicable)
- Local School District Consolidated Plan
- Additional Budget Detail Information (optional)

SUBMIT APPLICATION

Main Menu: Help
Application Menu: Create Report Menu: Report/Create

Logout
View Comments




Uploading Attachments

- Sample Letter to Private Nonprofit Schools (if applicable)
- Local (or Intermediate) School District Consolidated Plan
 - Link to Template for Consolidated Plan Revision
- Additional Budget Detail Information (optional)

Insert Attachment Page

- Sample Letter to Private Nonprofit Schools (if applicable)
- Local (or Intermediate) School District Consolidated Plan
- Additional Budget Detail Information (optional)



Consolidated Application
Applicant: West Iron County Public Schools (36025)
Application #: 0304-1574 - Application In Progress
User: Dawn Pisoni

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SAMPLE LETTER TO PRIVATE NONPROFIT SCHOOLS (IF APPLICABLE)

Instructions: Type in a descriptive title for the document that will be uploaded. Click the **Browse** button and search for your document on your computer. Once selected, the path to your file will appear in the Document Source field. Click the **Upload Attachment** button.


NOTE: When you name your file to be uploaded, **DO NOT** leave any spaces OR place a period between the words. Attachments may be in **Word, PDF, JPG, XLS** or **GIF** format. (The descriptive title entered above does not have to be the same as the file name, and it can include spaces)

Title *

Document Source

Main Menu | Application Menu | Help | Errors Logout

Equitable Access



Consolidated Application
Applicant: Flint City School District (25010)
Application #: 0304-1516 A5 - Grant Funds Available
User: Mr. David Selis

Main Menu HelpLogout
Application Menu Report Menu Errors Report ErrorsView Comments

SAVECLEARDELETE
VIEW PDF

FLINT CITY SCHOOL DISTRICT (25010)
DESCRIPTION OF EQUITABLE ACCESS

Has this page been updated since last year? No

(20 USC, Sec. 1228a)

Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

Describe the steps the district will take to ensure equitable access to and participation in the programs included in the Consolidated Application:

The School District of the City of Flint will take these steps to insure equitable access to and participation in the programs included in the Consolidated Application for its students, teachers, parents, and other program beneficiaries with special needs. First and foremost, each program will offer equity access, as well as, equity of service to any person with a demonstrated need for services funded by the program components in this application. More specifically, the programs are designed for persons who demonstrate the need for:

a) Services for Improving Basic Programs (core subject areas such as English, Language Arts, Mathematics, Science and Social Studies) as well as programs for improving Limited English Proficiency;

b) Services for the Education of Migratory children through special sessions designed as an intervention;

SAVECLEARDELETE
VIEW PDF

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Application Menu Report Menu Errors Report ErrorsView Comments

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Description of Equitable Access

This grant requires a description of the steps the applicant will take to ensure that students, teachers and other program beneficiaries with special needs are given equitable access to, and participation in, the federal grants included in the application.

About the Description of Equitable Access:

Section 427 of the General Education Provisions Act allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, applicants should determine whether these or other barriers may prevent students, teachers and other beneficiaries from accessing or participating in the federal grants. Applicants should provide a clear and succinct description of how any barriers will be addressed.

How to complete this page:

Enter or paste a description of the steps the applicant will take to ensure equitable access in the text box and click the **Save** button. If the text is available in Microsoft Word, Word Perfect, or any other text program, it can be copied and pasted into the text box on this page.

Examples of How an Applicant Might Satisfy the Requirement of This Provision:

The following examples may help illustrate how an applicant might comply with Section 427:

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct outreach efforts to girls, to encourage their enrollment.

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Community Public Schools

123 Learning Avenue
Schooltime, Michigan 48899

[Date, usually spring of the year]

Administrator
Private Nonprofit School
School Address
School City, State, Zip

Dear [Administrator]:

Community Public Schools invites you to participate in the following federal programs during the 2004-2005 school year: *(list those programs that apply to your district's situation; Titles I & III services should be offered to all private nonprofit schools with resident children enrolled; Titles II & V services should be offered only to private nonprofit schools located within district boundaries; note that some private nonprofit schools receive their Title V services through the Intermediate School District).*

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum.

Title I, Part C, Migrant Education, to provide supplementary educational and support services to migrant students through both regular school year and summer programs.

Title II, Part A, Teacher and Principal Training and Recruiting, to help support sustained and intensive professional development.

Title II, Part D, Enhancing Education Through Technology, to support the integration of educational technology into classrooms to improve teaching and learning.

Title III, Limited English Proficient, to provide instruction and professional development that help limited English proficient students in the speedy acquisition of English language proficiency to achieve in the core academic subjects. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

Title V, Innovative Programs, to support local educational reform efforts consistent with statewide reform or provide a source for continuing innovation and educational improvement, including support for library services and instructional media materials

The level of services available to your school under Title I and Title III programs is based upon your documentation of student eligibility. The level of services available to your school under Title II and Title V programs is based on your school's total enrollment.

We encourage you to participate in this planning of these federal programs for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in these federal programs in 2004-05. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purposes of each program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

Name of Private Nonprofit School: _____

Name of School Contact Person: _____

Title: _____

Phone Number: _____

____ Yes, our school plans to participate in the federally-funded program services during
2004-2005

____ No, our school does not wish to participate at this time

Signature: _____

Please return this completed form no later than _____ to:

Director of Federal Programs
Community Public Schools
123 Learning Avenue
Schooltime, Michigan 48899



Private Schools

- NCLB requires that consultation between the LEA and private school officials should be:
 - TIMELY
 - MEANINGFUL
- Must occur PRIOR to decision-making and continue throughout the activities

DOCUMENTATION OF PRIVATE SCHOOL CONSULTATION

P.L. 107-110 – The No Child Left Behind Act of 2001 (NCLB) requires that timely and meaningful consultation shall occur between the local education agency (LEA) and private school officials prior to any decision being made that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and that the consultation shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during that consultation:

- Method/source of data used to determine the number of children from low income families in participating attendance areas who attend private school
- How the specific needs of eligible children will be identified
- Types of services that will be offered to meet those needs
- How, where and by whom services will be provided
- When and how often services will be provided
- How and when the decision will be made in regard to the delivery of services
- How services will be academically assessed
- How results from the assessment will improve services
- The proportion of funds that will be allocated to provide such services
- If the private school wants services provided through a contractor and the local education agency chooses not to use that contractor, the local education agency has provided the private school a written analysis of the reasons.
- Under Title I, the LEA must discuss the equitable services the LEA will provide to teachers and families of private school participating children

We agree that timely and meaningful consultation occurred before the local education agency made decisions that affected the participation of eligible private school children in the following Title program services for the next school year: Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III, Part A; and Title V, Part A.

Public School Official

Date

Private School Official

Date

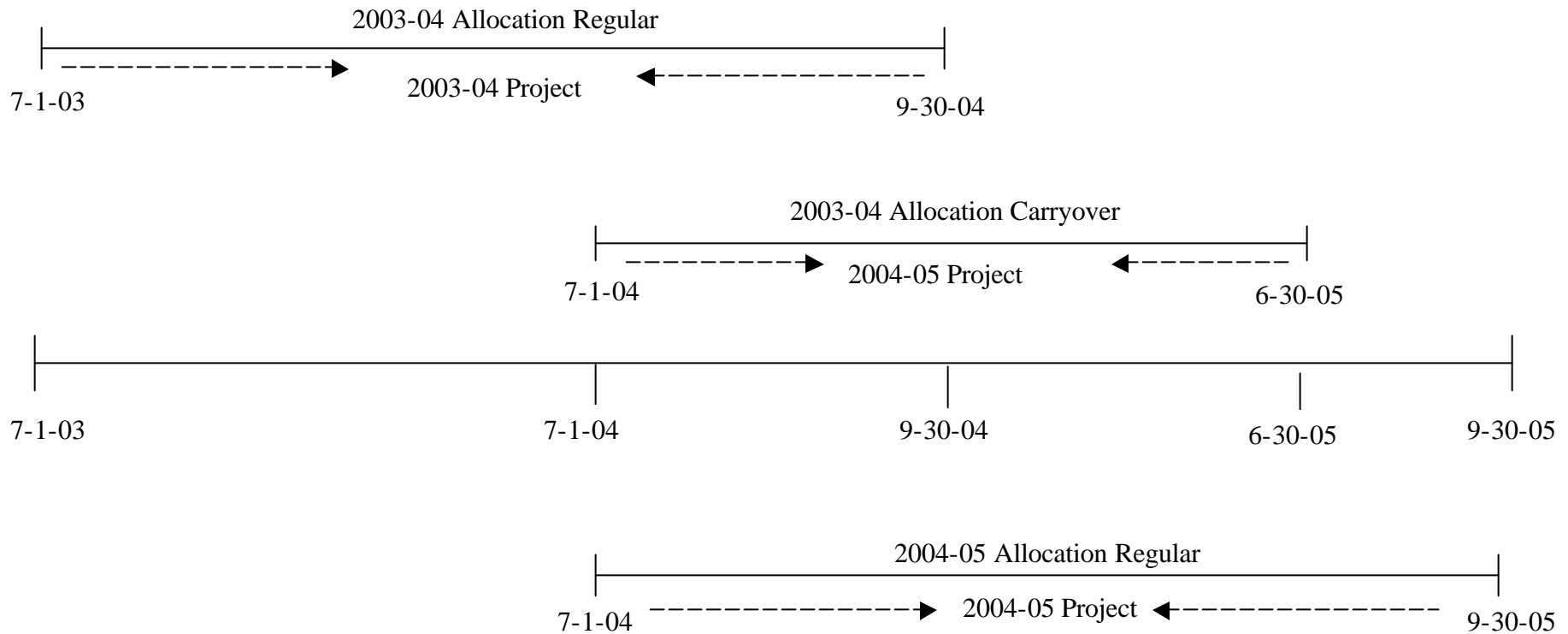
School District

Private School Name


The LEA and the Private School must keep a copy of this document on file.



Grant Cycle



Budget Summary



Consolidated Application
 Applicant: West Iron County Public Schools (36025)
 Application #: 0304-1574 - Application In Progress
 User: Dawn Pisoni
[Logout](#)

[Main Menu](#) | [Application Menu](#) | [Help](#) | [Errors](#)

TITLE I, PART A REGULAR - IMPROVING BASIC PROGRAMS BUDGET SUMMARY

Instructions:

- To add a budget item, click the **Add Budget Item** tab or the appropriate Quick Link.
- To view the budget detail, click the **Budget Detail** tab.
- To add neglected institution or consortium/grant member budget items or view their budget details (if applicable), click on the underlined agency name.
- Indirect rate is automatically calculated to be 0%. To claim an indirect rate, type the desired rate in the designated box, **without the percent sign**, and click **Save**.
- Add the name of your business and program representatives with phone numbers and click **Save**.

Budget Summary
Budget Detail
Capital Outlay
View PDF
Add Budget Item

Quick Links: [Add Personnel](#) | [Add Other](#) | [Add Capital Outlay](#)

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
36025	041559	0304	84.010	Regular	7/1/2005	6/30/2006	2006

[SAVE](#) [CANCEL](#)

Title I, Part A Regular Budget Summary for West Iron County Public Schools

Function Code	Function Title	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies and Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	TOTAL
110	Instruction - Basic Programs							
120	Instruction -- Added Needs	\$191,660	\$119,606	\$9,152	\$9,262			\$329,740
210	Pupil Support Services	\$13,040	\$8,430		\$180			\$16,650
220	Instructional Staff Services			\$1,500				\$1,500
230	General Administration	\$5,600	\$1,156	\$2,050				\$8,806
250	Business Services							
260	Operation and Maintenance							
270	Pupil Transportation Services							
280	Central Support Services							
290	Support Services - Other							
300	Community Services			\$300				\$300
400	Outgoing Transfers and Other Transactions							
SUBTOTAL		\$210,320	\$126,252	\$9,152	\$9,442			\$355,166
Indirect Costs: 0.00 % OR \$ 0		Restricted Rate (Max Allowed: 1.14%)						\$0
TOTAL		\$210,320	\$126,252	\$9,152	\$9,442			\$355,166
Total Allocation Amount (Approved):		\$227,636				Allocation Balance:		(\$17,566)

SCHOOL LEVEL BUDGET(S)

Fates Elementary School		\$0
Stambaugh Elementary School		\$0
TOTAL		\$0

Non D. Institution Budget(s)

West Iron Twp. Home (FQH)		\$9,330
TOTAL		\$9,330

CONTACT INFORMATION

Business Office Representative: Name: <u>Dawn Pisoni</u>	Phone: <u>(306) 265-9218</u>	Ext: <u></u>
Project Contact Person: Name: <u>Timothy Poruzzi</u>	Phone: <u>(306) 265-9218</u>	Ext: <u></u>

[SAVE](#) [CANCEL](#)

VIEW BUDGET SUMMARY

VIEW BUDGET DETAIL

VIEW CAPITAL OUTLAY

VIEW PDF

ADD BUDGET ITEM

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Budget References

- Allowable function codes
- Allowable uses of funds chart
- Grants cycle chart
 - Carryover funds are those that were not expended during the initial year

GENERALLY ALLOWABLE FUNCTION CODES FOR PROGRAMS IN THE 2004-05 CONSOLIDATED APPLICATION

04/22/04

		Title I, Part A	Title I, Part C Migrant	Title I, Part D, subpart 2	Title II, Part A	Title II, Part D	Title III, LEP	Title III, Immigrant	Title V, Part A	Title VI, Part B
111	Basic Program – Elementary	Yes*	No	No	Yes	Yes	No	Yes	Yes	Yes
112	Basic Program – Middle/Junior High	Yes*	No	No	Yes	Yes	No	Yes	Yes	Yes
113	Basic Program – High School	Yes*	No	No	Yes	Yes	No	Yes	Yes	Yes
118	Basic Program – Pre-School	Yes*	No	No	Yes	Yes	No	Yes	Yes	Yes
119	Basic Program – Summer School	Yes*	No	No	Yes	Yes	No	Yes	Yes	Yes
125	Compensatory Education	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
131	Adult/Continuing Education – Basic	No	No	No	No	No	No	Yes	Yes	Yes
132	Adult/Continuing Education – Secondary	No	No	No	No	No	No	Yes	Yes	Yes
211	Truancy/Absenteeism Services	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
212	Guidance Services	Yes	Yes	Yes	No	No	No	Yes	No	Yes
213	Health Services	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
216	Social Work Services	Yes	Yes	Yes	No	No	No	Yes	No	Yes
221	Improvement of Instruction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
222	Educational Media Services	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
224	Educational Television	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
225	Computer-Assisted Instruction	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
226	Supervision & Direction of Instructional Staff	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
227	Academic Student Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

* Schoolwide Title I Programs only

GENERALLY ALLOWABLE FUNCTION CODES FOR PROGRAMS IN THE 2004-05 CONSOLIDATED APPLICATION

04/22/04

		Title I, Part A	Title I, Part C Migrant	Title I, Part D, subpart 2	Title II, Part A	Title II, Part D	Title III, LEP	Title III, Immigrant	Title V, Part A	Title VI, Part B
231	Board of Education (Audit)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
252	Fiscal Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
261	Operating Building Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
266	Security Services	No	No	No	No	No	No	Yes	Yes	Yes
271	Pupil Transportation Services	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
281	Planning, Research, Development & Evaluation	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
282	Communication Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
283	Staff/Personnel Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
284	Information Management Services	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
331	Community Activities	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
351	Custody and Care of Children	No	No	No	No	No	No	Yes	No	No
361	Welfare Activities	Yes	Yes	Yes	No	No	No	Yes	No	Yes
371	Non-Public School Pupils	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
411	Payments to Other Schools Within Michigan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
441	Payments to Other Governmental Entities	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
451	Site Acquisition Services	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
452	Site Improvement Services	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
456	Building Improvements Services	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes

Office of School Improvement Generally Allowable Use of Funds

4/20/04

	Title I, Part A	Tile I, Part C Migrant	Title I, Part D, subpart 2	Title II, Part A	Title II, Part D	Title III LEP	Title V, Part A	Title VI, Part B	Section 31a	Section 41 Bilingual
Supplement Not Supplant*	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Parent Involvement	Yes (not less than 1% if allocation exceeds \$500,000)	Yes	Yes	Yes (planning)	Yes	Yes	Yes	Yes	No	Yes
Program Development	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Basic Student Assessment	No	No	No	No	Yes	Yes	No	Yes (Title III)	No	No
Supplemental Needs Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pupil Support Services	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
Salaries and Benefits	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Substitutes	Yes	Yes	Yes	Yes	Yes (professional development)	Yes	Yes	Yes	Yes	Yes
Professional Development	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Health & Social Needs	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
Program Materials & Supplies	Yes	Yes	Yes	Yes (training materials)	Yes	Yes	Yes	Yes	Yes	Yes
Capital Outlay**	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
Carryover	Yes (15% limit)***	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transportation	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
Administrative Cost	Yes	Yes	Yes	Yes	Yes	Yes (2% limit)	Yes	Yes	No	Yes
Extended Day/ Year Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Indirect Cost	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Transferability to Another Program	No	No	No	Yes	Yes	No	Yes	No	No	No
Services to Private School Students/Staff	Yes	Yes	No	Yes	Yes	Yes (if private students are funded)	Yes	Yes	No	No

* All allowable uses of funds are subject to the supplement, not supplant, requirement which prohibits the use of program funds for general education or other services required by law.

** Capital outlay is defined as an item costing \$5,000 or more per unit.

*** Limit does not apply to districts with allocations of less than \$50,000.

Add Budget Item



Consolidated Application
Applicant: West Iron County Public Schools (36025)
Application #: 0304-1574 - Application In Progress
User: Dawn Pisoni

[Main Menu](#) | [Application Menu](#) | [Help](#) | [Errors](#)

[Logout](#)

ADD BUDGET ITEM

Instructions: The Add Budget Item page is used to create Budget Detail and the Budget Summary.

- To add entries: Enter all required information and click **Add Item**.

Budget Summary	Budget Detail	Capital Outlay	View PDF	Add Budget Item
--------------------------------	-------------------------------	--------------------------------	--------------------------	---------------------------------

Quick Links: [Add Personnel](#) | [Add Other](#) | [Add Capital Outlay](#)

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
36025	041530	0304	84.010	Regular	7/1/2003	9/30/2004	2004

ADD ITEM

Title I, Part A Regular - Improving Basic Programs Budget Item for West Iron County Public Schools

Select the appropriate Function Code for this budget item:

Provide a specific description for this budget item. Do not repeat the Function Code description selected in the drop down menu or the heading(s) of the box(es) used below:

Enter the dollar amount associated with the budget item. Enter an amount in only **one** box unless the item is Personnel. Personnel must have both Salaries and Benefits. To enter Capital Outlay, use the Quick Link: Add Capital Outlay.

Salaries (1000)

\$

Benefits (2000)

\$

Purchased Services (3000,
4000)

\$

Supplies and Materials
(5000)

\$

Other Expenses (7000,
8000)

\$

If Salaries, enter the FTE or Hours:

FTE Hours

ADD ITEM



Use of Correct Function Codes

- Budget detail function codes for Title I, Part A
- Help menu references for function codes as found in MEGS

[PRINT WINDOW](#)[CLOSE WINDOW](#)

MEGS: Michigan Electronic Grants System

Title I, Part A Regular Budget Summary

This page provides a summary of the budget items for the Title I, Part A regular grant. It also provides access to pages where budget items can be added, edited or deleted, and where the Budget Detail can be viewed. Indirect costs can be added to the budget on this page by entering the restricted indirect cost rate or an indirect cost amount. A link is provided to add budget items for individual schools, if applicable. The business office representative and Title I, Part A contact person are also entered on this page.

To use this page:

Add a single budget item. Click the [Add Budget Item](#) tab.

Add multiple budget items. Click the [Add Personnel](#), [Add Other](#), or [Add Capital Outlay](#) link in the Budget Summary header. The [Add Personnel](#) link allows you to add salaries and benefits for up to 10 lines of personnel at one time. The [Add Other](#) link provides the same feature for purchased services, supplies and materials, and other expenses. The [Capital Outlay](#) link allows entry of up to 10 lines of capital outlay items with justifications.

Add budget items for individual schools. Click the underlined name of the school in the SCHOOL BUDGET(S) section.

View budget detail. Click the [Budget Detail](#) tab. This takes you to a page that displays the Budget Detail for all of the items that are included in the Budget Summary.

Edit or delete a budget item. Click the [Budget Detail](#) tab. On the Budget Detail page, click the underlined description of the item you wish to edit or delete. This takes you to the Update/Delete Budget Item page for that item. To edit the item, change the information as needed and click the [Update Item](#) button. To delete a budget item, click the [Delete Budget Item](#) button.

Edit or delete multiple budget items. Click the [Budget Detail](#) tab. On the Budget Detail page, click the [Edit Budget Detail](#) tab. Edit or delete the items as needed and click the [Save](#) button.

View capital outlay items with justification. Click the [Capital Outlay](#) tab.

Add indirect costs. Type the indirect cost rate or the indirect cost amount you wish to charge in the designated box, **without using a percent or dollar sign**, and click the [Save](#) button. The maximum rate for your agency is shown in parentheses. If you enter a rate, the indirect costs are computed automatically and added to the Budget Summary. If you enter an amount, MEGS checks to determine if the amount is allowed by your maximum rate.

Enter business office representative and Title I, Part A contact person. Enter the names and telephone numbers in the text boxes and click the [Save](#) button.

Function Codes Used in Title I, Part A Budget Detail:

110 Basic Programs:

111 Elementary: Costs for regular elementary classroom teachers charged to Title I (additional teachers in schoolwide programs)

112 Middle/Junior High: Costs for regular middle/junior high classroom teachers charged to Title I (additional teachers in schoolwide programs)

113 High School: Costs for regular high school classroom teachers charged to Title I (additional teachers in schoolwide programs)

118 Pre-School: Costs for schoolwide pre-school instructional services charged to Title I

119 Summer School: Costs for schoolwide summer school instructional services charged to Title I

120 Instruction-Added Needs:

125 Compensatory Education: Costs for supplementary Title I instructional services to eligible pupils

210 Pupil Support Services:

211 Truancy/Absenteeism Services: Costs for Title I activities to improve pupil attendance

212 Guidance Services: Costs for counseling services charged to Title I

213 Health Services: Costs for health services charged to Title I

216 Social Work Services: Costs for school social work activities charged to Title I

220 Instructional Staff Services:

221 Improvement of Instruction: Costs for professional development provided by Title I for instructional staff

222 Educational Media Services: Costs charged to Title I for acquiring and planning the use of educational media for instruction

224 Educational Television: Costs charged to Title I for planning and presenting educational programs by way of television

225 Computer Assisted Instruction: Costs charged to Title I for planning and presenting educational programs delivered by computer without direction by certified staff

226 Supervision and Direction of Instructional Staff: Costs charged to Title I for directing and managing the Title I program

230 Support Services-General Administration:

231 Board of Education: Costs for audits of the Title I program

250 Business Support Services:

252 Fiscal Services: Costs charged to Title I for budgeting, accounting and purchasing services

257 Internal Services: Costs charged to Title I for storing and distributing supplies, duplicating and printing services

260 Operation and Maintenance:

261 Operating Building Services: Costs charged to Title I for maintaining building space and equipment

270 Pupil Transportation Services:

271 Pupil Transportation Services: Costs charged to Title I for pupil transportation

280 Central Support Services:

281 Planning, Research, Development, and Evaluation: Costs for Title I program evaluation

282 Communication Services: Costs charged to Title I for preparing educational information to disseminate to pupils, staff or the public

283 Staff/Personnel Services: Costs for professional development provided by Title I for non-instructional staff

284 Information Management Services: Costs charged to Title I for preparing, storing and retrieving data

290 Other Support Services:

297 Food Services Costs charged to Title I for providing food to pupils and staff

330 Community Activities:

331 Community Activities: Costs of Title I parental involvement activities

360 Welfare Activities:

361 Welfare Activities: Costs charged to Title I to provide for the personal needs of needy pupils

370 Non-Public School Pupils:

371 Non-Public Schools Pupils: Costs of providing Title I services to pupils attending non-public schools

410 Payments to Other Public Schools:

411 Payments to Other Public Schools: Payments to other school districts for Title I services; transfers for Title I food service costs

440 Payments to Other Governmental Entities:

441 Payments to Other Governmental Entities: Costs of Title I sub-grants to other government entities

450 Facilities Acquisition:

451 Site Acquisition Services: Costs charged to Title I for initially acquiring and improving sites.

452 Site Improvement Services: Costs charged to Title I for improving sites and maintaining existing site improvements.

456 Building Improvement Services: Costs charged to Title I for building additions and installing or extending service systems and other built-in equipment.



Use of Correct Function Codes

(continued)

- 111, 112, 113: Title V, Part A Gifted & Talented is coded by grade level (elementary, middle or high school)
- 111: Class size reduction for elementary schools under Title I, Part A schoolwide or Title II, Part A
- 119: Schoolwide summer school staff & expenses
- 125: Targeted Assisted summer school staff & expenses
- 226: Summer school director/support staff in either Targeted or Schoolwide programs



Use of Correct Function Codes

(continued)

- 221/283: Two codes for professional development
 - 221: Instructional staff (teachers and paraprofessionals)
 - 283: Principals, Administrators and NON instructional staff
- 227: (NEW code) Academic student assessment
 - NOT for determining student eligibility for Title I
 - Appropriate for pre/post, monitor progress, program evaluation, student diagnostic
- 271: Transportation Costs
 - NOT for transportation costs of Homeless Students
 - Appropriate for after school/summer school transportation
- 371: All private school expenses (staff, materials, professional development)



Michigan Public School Accounting Manual

Michigan Public School Accounting Manual can be found at the Michigan Department of Education's website:

www.michigan.gov/mde

Look under "*Keywords*"—Michigan Public School Accounting Manual (starts on p. 24)

Questions? Glenda Rader at 517 335-0524 or email at raderg@michigan.gov



Transferability

- Flexibility for program services
- Handouts describe transfer options and limitations if the district is identified for improvement

Office of School Improvement

TITLE VI, PART A *FLEXIBILITY* AND ACCOUNTABILITY FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES

This flexibility provision allows a Local Education Agency (LEA) to transfer up to 50% of its formula allocation under the Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II, Part D), Innovative Programs (Title V), or Safe and Drug-Free Schools (Title IV, Part A) programs to supplement its allocation under any of the programs listed above. The LEA may also use the funds to supplement its Title I allocation.

An LEA identified as in need of improvement may transfer up to 30% of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I LEA improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

Program Name	Funds May Be Taken From	Funds May Be Used For
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title V, Part A – Innovative Programs	X	X

Office of School Improvement

TITLE VI, PART B, Subpart 1 ***FLEXIBILITY AND ACCOUNTABILITY*** **RURAL EDUCATION INITIATIVE**

This section provides eligible small rural LEAs with additional flexibility by authorizing them to use up to 100% of their allocations under the Teacher Quality State Grants (Title II, Part A), Innovative Programs (Title V), Safe and Drug-Free School Programs (Title IV, Part A), and Educational Technology State Grants (Title II, Part D) to carry out activities authorized under any of the following programs: Title I, Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II Part D), Language Acquisition State Grants (Title III), Innovative Program State Grants (Title V, Part A), Safe and Drug-Free Schools State Grants (Title IV, Part A), and 21st Century Community Learning Centers (Title IV, Part B).

LEA eligibility requirements:

- a. have an average daily attendance of fewer than 600 students
or
- b. serve only schools located in counties with a population density of fewer than 10 persons per square mile
and
- c. serve only schools with an NCES local code of 7 (rural) or 8 (rural near an urban area)
or
- d. the Secretary determines are located in an area defined as rural
- e. by a governmental agency of the State.

Program Name	Funds May Be Taken From	Funds May Be Used For
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title III – Language Instruction for Limited English Proficient and Immigrant Students		X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title IV, Part B – 21 st Century Community Learning Centers		X
Title V, Part A – Innovative Programs	X	X



Title I, Part A Planning Materials

- Set aside worksheet
- School selection and allocation worksheet
- Title I comparability
- Guidance for unemployment compensation
- Documents and audit guide
 - Certification of Employees
 - Partially or fully funded by Title I

Office of School Improvement

District Title I Schools Set Aside Worksheet

1. District Title I Allocation: _____A

2. Transportation/Transfer Option (5% minimum of district allocation):

(Only required for districts with buildings identified for improvement)

(Leave blank if using funds other than Title I) $A \times 5\% =$ _____B

NOTE: Transfer option open to all students; priority goes to lowest achieving students from low-income families.

3. Supplemental Services (5% minimum of district allocation):

(Only required for districts with buildings identified for improvement)

(Leave blank if using funds other than Title I) $A \times 5\% =$ _____C

NOTE: Only for students from low-income families; priority goes to lowest achieving students.

4. Additional 10% minimum for EITHER 2 or 3, or Both:

(Only required for districts with buildings identified for improvement)

Additional Transportation: $A \times \underline{\hspace{1cm}}\% =$ _____D

Additional Supplemental: $A \times \underline{\hspace{1cm}}\% =$ _____E

(Leave blank if using funds other than Title I)

5. Sub-Total:

$(B+C+D+E) =$ _____F

6. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:

Additional Amount: _____G

7. Highly Qualified:

$(A \times 5\%) =$ _____H

(Set aside 5% minimum unless less is needed)

8. Total set aside for transfer and supplemental services, highly qualified:

$(F+G+H) =$ _____I

9. Balance of Allocation:

$(A-I) =$ _____J

NOTE: This Title I balance (letter J) will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per child is on page 2.

Office of School Improvement

District Worksheet to Determine Maximum Supplemental Services per Child

1. District Title I Allocation: _____A

2. District Title I Census Poverty Count:

(Reference OFS web page, Title I, Part A Allocations) _____a

3. Per Child Maximum Amount for Supplemental Education Services:

$A \div a$ _____b

4. Total Set Aside Plus Additional Funds Available:

(From page 1: C + E + additional amount in G) _____c

5. Estimated Number of Students Served by the Set Aside Amount:

$c \div b$ _____d*

* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number “d”, the lowest performing students would be given preference over the better performing students.

Office of School Improvement

Title I Worksheet for School Selection and Allocation of Funds

Note: This worksheet does not apply to school districts with a total enrollment of less than 1,000 students or with one school per grade span. In such districts, all schools are eligible and funds may be allocated according to need.

Step 1: Compute school grouping and district total percentages of children from low-income families, using the most current and representative documented counts of resident children and children from low-income families.

District Resident and Low-Income Children	Elementary School	Junior High or Middle School	Senior High School	District Total
1. Public School Resident Children				
2. Private School Resident Children				
3. Total Number of Resident Children				
4. Resident Children from Low-Income Families (Public and Private)				
5. Percentage of Children from Low-Income Families (line 4 divided by line 3)				

Step 2: Choose district-wide average or school grouping average method of school selection.

- ☐ District-wide average – schools with poverty percentages at or above the district-wide average are eligible and must be served in rank order regardless of grade span.
- ☐ School grouping average – schools in each grade span grouping that have poverty percentages at or above the grade span grouping average are eligible; however, the district may choose which grouping(s) to serve, except for schools with more than 75% poverty, which must be served first regardless of grade span.

Step 3: If district-wide or school grouping average exceeds 35%, determine if 35% rule will be used to select additional schools.

- ☐ 35% rule – schools with poverty percentages of at least 35% are eligible, even if they are below the district-wide or school grouping average.

Step 4: List eligible schools in rank order by percentage of children from low-income families. First rank schools with poverty percentages of more than 75%, without regard to grade span. Then rank schools with poverty percentages of 75% or less based on the selection method chosen in Step 2.

Step 5: Determine amount per low-income child to be allocated to each school attendance area. If any school served by Title I has a poverty percentage of less than 35%, the minimum amount is determined as follows:

$$\frac{\text{District Title I Allocation}}{\text{District low-income count}} \div \frac{\text{District low-income count}}{\text{District low-income count}} \times 1.25 = \text{Minimum amount per low-income child}$$

If all schools served have a poverty percentage of 35% or more, the district may determine the appropriate amount(s) to allocate per low-income child.

The district may allocate different amounts per low-income child to different school attendance areas. However, a higher amount per low-income child may not be allocated to a lower-poverty school. The district may also reduce a school's Title I allocation by the amount of Section 31a or other funds used for programs that meet Title I requirements.

Title I Worksheet for School Selection and Allocation of Funds, page 2

Step 6: Subtract district level costs from the district allocation. District level costs include the set-asides for transportation for the transfer option, supplemental services and highly qualified staff. They also include district administrative costs such as director, secretary, audit, evaluation, business services, operation and maintenance, and indirect costs. They may also include set-asides for homeless children, parent involvement, professional development and district-level instructional programs. Private schools must receive equitable services based on both the per-pupil allocations and district set-asides for professional development, parent involvement and district-level instructional programs.

District Allocation

-Set asides for transportation, supplemental services and highly qualified staff

-Administrative Costs

-Additional Professional Development (optional)

-Homeless

-Parent Involvement

(1% required if the district's allocation is more than \$500,000)

-District-level instructional programs

Balance Available for Building Allocations

Step 7: Allocate Title I funds to eligible school attendance areas in rank order. Within an attendance area, the same amount must be allocated for each public and private low-income child.

NOTE: The district set aside for transportation for the transfer option and supplemental services may not reduce the allocation to a school identified for improvement, corrective action or restructuring by more than 15%. This 15% amount is based on the amount the school would have received if there were no set asides for transportation or supplemental services.

Step 4									Step 5	Step 7	
(1) ELIGIBLE PUBLIC SCHOOL ATTENDANCE AREAS	(2) GRADE SPAN OF SCHOOL	ATTENDANCE AREA RESIDENTS							(10) AMOUNT PER LOW- INCOME CHILD	TITLE I ALLOCATION TO SCHOOL ATTENDANCE AREA	
		RESIDENT CHILDREN			FROM LOW INCOME FAMILIES			PERCENT LOW INCOME			
		(3) Public	(4) Private	(5) Total	(6) Public	(7) Private	(8) Total	(9) COL 8 ÷ COL 5		(11) PUBLIC	(12) PRIVATE

Title I allocations based on low-income private school students may be totaled and used separately for each private school or combined into a private school pool and allocated based on need. Private school students to be served by Title I are those who reside in Title I attendance areas and qualify based on educational need.

Computing Comparability

Worksheets
for Satisfying the
Comparability Requirements
of Title I

USING THE COMPARABILITY WORKSHEET

GENERAL INFORMATION

Comparability is a companion piece to the Supplement not Supplant regulation.

Comparability requires that the local district provide services in the Title I schools, that when taken as a whole, are at least comparable to those the district provides in the non-Title I schools.

“At least comparable” has been defined as being within a 10% variance. (See worksheets)

Note: Title I resources are not included in this computation.

Comparisons are made between comparable grade level groups, e.g., Elementary, Middle School, or High Schools that are receiving Title I services.

A district is considered comparable if it implements a district-wide salary schedule and has procedures that ensure equivalence in the allocation of staff, per-pupil expenditures for instruction and allocation of instructional materials and supplies.

However, a district must maintain records documenting the implementation of these procedures and update this documentation biennially.

The comparisons are made between Title I schools and non-Title I schools, or where all schools are Title I schools, between those Title I schools with high percentages of students from low-income families and the Title I schools with low percentages of students from low-income families.

Comparability is determined by one of the following computation:

- student / staff ratio *
- per-pupil expenditures for instructional salaries

Criterion for comparability is the average comparability index determined for:

- the non-Title I school(s)
- or
- the Title I school(s) with lowest percentages of low-income students

Where all the schools are Title I schools, no more than half of the total number of the Title I schools may be designated as criterion schools.

Districts must maintain comparability by at least one of the computational methods.

If comparability cannot be demonstrated, the district must make those adjustments, in staffing or expenditures, necessary to achieve comparability.
The consequence of noncompliance with the Comparability Requirement is loss of Title I funds from the beginning of non-comparability status.

It is expected that comparability determination will be completed as soon as a satisfactory Fall Membership Count becomes available.

- * Because the Student/Staff ratio is simpler to compute, we suggest assessing comparability by this means first, then looking to Per-Pupil expenditures if comparability is not attained through student/staff ratios.

NOTE: It is possible to establish a spreadsheet template that would allow easy updating of comparability information without the need for worksheets

TITLE I COMPARABILITY WORKSHEET**SECTION 1: INDIVIDUAL SCHOOL WORKSHEET--
Comparability of Instructional staff's Annualized Salary and F. T. E. Positions**

NAME OF SCHOOL

1. GRADE SPAN: Grade _____ to Grade _____
 2. DATE OF STUDENT AND STAFF COUNT: _____
MONTH/DAY/YEAR
 3. TITLE I SCHOOL? (Check one) ☐ YES ☐ NO

The following programs are **excluded**
 from the comparability computations
 on the following worksheets:

EXCLUDED

--Special Education ☐
 --Bilingual Education ☐
 --Section 31a ☐

Complete an individual school worksheet for each school at a grade span at which Title I services are provided. (*Duplicate this page as needed.*)

	INSTRUCTIONAL STAFF* MEMBER'S <u>NAME</u>	INSTRUCTIONAL STAFF MEMBER'S <u>TITLE</u>	INSTRUCTIONAL STAFF MEMBER'S <u>F.T.E</u> ** ASSIGNED TO THIS SCHOOL	DISTRIBUTION OF INSTRUCTIONAL STAFF MEMBERS F.T.E. ASSIGNMENT (To the nearest Tenth)			DEGREE LEVEL	GROSS BASE SALARY*** (Multiplied by Column 6)
				ALL FEDERAL PROGRAMS	EXCLUDED PROGRAMS (If Applicable)	BALANCE OF F.T.E FOR COMPARABILITY (Column 3 minus Columns 4 & 5)		
	(1)	(2)	(3)	(4)	(5)	(6)		(7)
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
	TOTALS:							

* Instructional staff should include teachers, administrators, direct and support instructional personnel.

** FULL TIME EQUIVALENCY is the amount of employed time that is normally required of a staff member to perform a full time assignment

*** Exclude annual increments and longevity

SECTION 2: COMPARABILITY COMPUTATIONS

For Districts With Title I and Non-Title I Schools in a Grade Span

NAME OF DISTRICT

A. List non-Title I school to be compared to Title I schools in this grade span.

NAME OF NON-TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E. INSTRUCTIONAL STAFF (From Section 1, Column 6 TOTAL)		TOTAL GROSS BASE SALARIES (From Section 1, Column 7 TOTAL)	
(1)	(2)	(3)	(4)		(5)	
B. Averages for NON-PROJECT SCHOOLS in this grade span.		(3) TOTAL	(4) TOTAL	(4A) AVERAGE (Col. 3 divided by Col. 4)	(5) TOTAL	(5A) AVERAGE (Col. 5 divided by Col. 3)

● Enter here 110%
of Box 4A.

(4B)

Enter here 90%
of Box 5A.

(5B)

C. List Title I schools in this grade span. Each Title I school listed below must compare figures either in column 5 or 8 to corresponding figures in boxes 4B or 5B above to determine whether comparability requirements have been met.

NAME OF TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E INSTRUCTIONAL STAFF (From Section 1, Col. 6 TOTAL)	STUDENT/ STAFF RATIO	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 4B)	TOTAL GROSS BASE SALARIES (From Section 1, Column 7, TOTAL)	STAFF SALARY/ STUDENT	CHECK IF COMPARABLE (Comparable if equal to or above figure in Part B, Box 5B)
				(Col. 3 divided by Col. 4)			(Col. 7 divided by Col. 3)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

D. Which measure did the district use consistently to determine that comparability requirements have been met? (*Check only one.*)

☐ PART C, COLUMN 5 STUDENT/INSTRUCTIONAL STAFF RATIO

☐ PART C, COLUMN 8 INSTRUCTIONAL STAFF SALARY PER STUDENT

SECTION 3: COMPARABILITY COMPUTATIONS
For Districts With Title I Schools Only in a Grade Span

NAME OF DISTRICT

A. List the Title I school(s) with the LOWEST concentration of children from low-income families. Not more than one-half of the Title I schools can be listed in Part A.

NAME OF TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E. INSTRUCTIONAL STAFF (From Section 1, Column 6 TOTAL)		TOTAL GROSS BASE SALARIES (From Section 1, Column 7 TOTAL)	
(1)	(2)	(3)	(4)		(5)	
B. Averages for TITLE I SCHOOLS in this grade span group. (Schools listed in Part A above.)		(3) TOTAL	(4) TOTAL	(4A) AVERAGE (Col. 3 divided by Col. 4)	(5) TOTAL	(5A) AVERAGE (Col. 5 divided by Col. 3)

Enter here 110%
of Box 4A.

(4B)

Enter here 90%
of Box 5A.

(5B)

C. List the remainder of Title I schools in this grade span not listed in Part A above. Each Title I school listed below must compare figures either in column 5 or 8 to corresponding figures in boxes 4B or 5B above to determine whether comparability requirements have been met.

NAME OF TITLE I SCHOOL	ACTUAL GRADE SPAN	F.T.E STUDENTS ENROLLED	TOTAL F.T.E INSTRUCTIONAL STAFF (From Section 1, Col. 6 TOTAL)	STUDENT/ STAFF RATIO	CHECK IF COMPARABLE (Comparable if equal to or below figure in Part B, Box 4B)	TOTAL GROSS BASE SALARIES (From Section 1, Column 7, TOTAL)	STAFF SALARY/ STUDENT	CHECK IF COMPARABLE (Comparable if equal to or above figure in Part B, Box 5B)
				(Col. 3 divided by Col. 4)			(Col. 7 divided by Col. 3)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

D. Which measure did the district use consistently to determine that comparability requirements have been met? (Check only one.)

☐ PART C, COLUMN 5 STUDENT/STAFF RATIO ☐ PART C, COLUMN 8 INSTRUCTIONAL STAFF SALARY PER STUDENT

Guidance on Unemployment Compensation and Other Fringe Benefits

Q. May Title I, Part A funds be used to pay the cost of employment compensation?

- A.** Regardless of the source of funds for an employee's salary, benefit level and entitlement to unemployment compensation are determined by the State in which the person is employed. Although Title I, Part A funds may be used for the salaries of persons employed by Title I projects, the employer of the Title I project staff is the SEA or LEA in which the staff work, and not the federal government. Therefore, any determination as to whether a Title I employee is entitled to receive unemployment compensation is a matter of State law.

If State law permits, there are at least three acceptable ways in which an SEA or LEA may use a portion of its Title I funds to help defray unemployment compensation costs. If an LEA currently participates in an unemployment compensation insurance program which the insurance rate charged is principally a function of the district's past employment compensation experience and the rate is applied uniformly and consistently to all salaries paid by the district, the district may use Title I funds to pay premiums based on the insurance rate and the amount of the salaries it is paying with those funds. Under this approach, however, Title I funds may be used to pay the premiums only if the rate is applied uniformly and consistently to all salaries being paid by the district.

Similarly, if an LEA has established a reserve from which it makes payments on unemployment compensation claims, it may use Title I funds to make payments to that reserve. Payments of Title I funds for that purpose are allowable to the extent that the type of coverage, extent of coverage, and the rate of payment would have allowed had insurance been purchased to cover the risks.

If an LEA does not currently participate in an unemployment compensation insurance program or contribute to a reserve, it may establish a fringe benefit rate as the basis for the use of Title I funds to pay a portion of the amount of its unemployment compensation claims. That rate is the percentage that the unemployment compensation claims represent of the total amount of salaries being paid by the district. The LEA multiplies the total amount of the salaries of its Title I funded personnel by this rate to compute the amount of Title I funds that it may use to pay its unemployment compensation claims. For example, if the unemployment compensation claims are \$20,000 and the total amount the school district pay for salaries is \$2,000,000 (including \$150,000 for personnel paid from the Title I grant), then the "fringe benefit rate" used to compute payments for unemployment compensation claims is one percent of the LEA's salaries. Multiplying the total amount of the salaries of personnel paid from Title I funds by this "fringe benefit rate," the district could use a total of \$1,500 in Title I funds to pay unemployment compensation claims (one percent of \$150,000).

TITLE I DOCUMENTATION AND AUDIT GUIDELINES

Questions have been raised about the documentation required for Title I and Single Audit Act reviews. The Single Audit Act review will require certain selected documentation. Enclosed is interim guidance that the Michigan Department of Education has prepared for use by auditors and school personnel. The U.S. Department of Education has indicated that it will issue final guidance as soon as possible.

Title I is expected to be an integral part of a school's P.A. 25, 335, and 339 plan for school improvement. Because most of the components required of an adequate Title I program are the same as those that must be addressed in a comprehensive school improvement effort, the documentation necessary to monitor that effort should provide nearly all the documentation expected by Title I. The following chart describes the kinds of documentation that normally would be employed to monitor the progress of school improvement and Title I. This documentation also will satisfy the requirements for on site visitations conducted by Department staff, who will utilize the enclosed *On Site Review Study Guide*.

Program Area	Documentation
School-based decision making	Records of Title I/school improvement planning
Implementation of Title I school improvement plan	Written plan used as basis for discussion
Coordination with other programs	Records kept for district's own purposes
Core curriculum standards	Evidence of core curriculum Evidence of curriculum and instructional alignment Outcomes identified for each grade level and subject area
Comprehensive needs assessment	Evidence of pupil assessment aligned to core curriculum Evidence of selection system to identify pupils failing to achieve core curriculum standards
Appropriate services to pupils	Evidence of adequate instruction based on pupil needs in core academic areas Evidence that program addresses extended time, enriches and accelerates regular curriculum, and minimizes pullout Staff schedules or other records to document use of staff time
Evaluation	Evidence that achievement results are used for program analysis and improvement Evidence that program changes are made as needed
Professional Development	Evidence that activities in written plan are being implemented
Parent Involvement	Written communications to parents Evidence of annual meeting School-parent compact
Nonpublic and Neglected	Evidence of serviced based on pupil needs Evidence of program evaluation/improvement




Program Information Pages

- Title I, Parts A, C & D; Title III, Sec. 41: "Delivery Systems"
- Title II, Part A: "Teacher & Principal Training and Recruiting"
- Title V, Part A: "Innovative Programs—Local Uses of Funds"
- The activities indicated MUST agree with the budgets submitted (*regular AND carryover*).

Program Information

Delivery Systems for Special Populations

Program Services	Title I Part A	Title I Part C	Title I Part D	Title III LEP	Title III Immigrant	Section 41	Other Programs
Instructional Program/Services Subject Areas:							
English language arts	K-8	K-12	6-12	K-12		K-12	
English for LEP students	K-8	K-12		K-12		K-12	
Social Studies	K-8	K-12	6-12	K-12		K-12	
Mathematics	K-8	K-12	6-12	K-12		K-12	
Science	K-8	K-12	6-12	K-12		K-12	
Vocational/Career Technical		K-12	6-12				
Enrichment	K-8	K-12	6-12				
Other: <input type="text" value="Preschool"/>	PK	PK					



Consolidated Application
 Applicant: Flint City School District (25010)
 Application #: 0435-6464 - Application In Progress
 User: Mr. David Soto

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FLINT CITY SCHOOL DISTRICT (25010)
DELIVERY SYSTEMS FOR SPECIAL POPULATIONS (TITLE I-A, TITLE I-C, TITLE I-D, TITLE III-LEP, TITLE III-16, SECT. 41)

Has this page been updated since last year?

Instructions:

- Complete this page for each program below that is included in your Consolidated Application.
- Enter the grade(s) (i.e., K-8) in which the various program services are provided in the appropriate text boxes. Enter services that are not listed in the text boxes next to "Other."
- Use the "Other Programs" column for services provided by other supplementary programs.
- If you have a Title I, Part A allocation you are required to provide services in the following subject areas: English Language Arts, Social Studies, Mathematics and Science. You may enter grade levels served other in Title I, Part A or in Other Programs.

Program Services	Title I Part A	Title I Part C	Title I Part D	Title III LEP	Title III Immigrant	Section 41	Other Programs
Instructional Program/Services Subject Areas:							
English language arts	K-8	K-12	6-12	K-12		K-12	
English for LEP students	K-8	K-12		K-12		K-12	
Social Studies	K-8	K-12	6-12	K-12		K-12	
Mathematics	K-8	K-12	6-12	K-12		K-12	
Science	K-8	K-12	6-12	K-12		K-12	
Vocational/Career Technical		K-12	6-12				
Enrichment	K-8	K-12	6-12				
Other: <input type="text" value="Preschool"/>	PK	PK					
Delivery Options:							
In Class	K-8	K-12		K-12		K-12	
Pull-Out		K-12		K-12		K-12	
Extended Day	K-8		6-12				
Extended Year	K-8		6-12				
Summer	K-8	PK-12	6-12				
Other: <input type="text" value="Preschool"/>		PK					
Pupil Support Services							
Counseling	K-8	K-12					
Social Work Services	K-8	K-12					
Tutoring/Mentoring/Coaching	K-8	K-12		K-12		K-12	
Medical Services	PK	K-12					
Dental Services	PK	K-12					
Transportation	Pre-K	K-12					
Parent Outreach/Involvement		K-12		K-12		K-12	
Other: <input type="text"/>							

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Program Information

Title II, Part A Teacher and Principal Training and Recruiting

• Cost-effective professional development, such as use of technology and distance learning	<input checked="" type="checkbox"/>
• Tenure reform	<input type="checkbox"/>
• Merit pay	<input type="checkbox"/>
• Testing teachers in academic subjects	<input type="checkbox"/>
Provide teacher advancement initiatives emphasizing multiple career paths and pay differentiation	<input type="checkbox"/>
Improve quality of principals and superintendents, such as management and instructional leadership academies	<input checked="" type="checkbox"/>

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FLINT CITY SCHOOL DISTRICT (25010)

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITING

Has this page been updated since last year?

Instructions: Click on the box next to each activity for which Title II, Part A funds will be used.

Note 1: Select activities that include hiring of teachers only if Title II, Part A funds will be used to pay the salaries of those teachers.

Teacher and Principal Training and Recruiting Activities	Title II Part A
Recruit and retain highly qualified teachers, principals, and pupil services personnel	<input checked="" type="checkbox"/>
Retain highly qualified teachers and principals in schools with low achievement through:	<input type="checkbox"/>
• Teacher mentoring from exemplary teachers, principals, or superintendents	<input type="checkbox"/>
• Induction and support for teachers and principals in their first 3 years	<input type="checkbox"/>
• Incentives to teachers and principals with record of success in improving achievement of low-achieving students	<input type="checkbox"/>
Recruit and hire highly qualified teachers (Select only if Title II, Part A funds are used to pay the salaries of the teachers):	<input checked="" type="checkbox"/>
• In academic subjects where there is a shortage	<input type="checkbox"/>
• To reduce regular and special education class size, particularly in the early grades	<input type="checkbox"/>
Train and hire regular and special education teachers, including special education teachers to team teach (Select only if Title II, Part A funds are used to pay the salaries of the teachers.)	<input type="checkbox"/>
Train and hire teachers of special needs children and specialists in core academic subjects to individualize instruction (Select only if Title II, Part A funds are used to pay the salaries of the teachers.)	<input checked="" type="checkbox"/>
Recruit professionals from other fields and highly qualified paraprofessionals, and provide alternative routes to certification	<input type="checkbox"/>
Provide increased opportunities in the teaching profession for minorities, individuals with disabilities, and other underrepresented individuals	<input type="checkbox"/>
Provide professional development to improve knowledge of teacher, principals, and paraprofessionals in:	<input checked="" type="checkbox"/>
• Core academic subjects, effective instructional strategies, and use of state standards and assessments	<input checked="" type="checkbox"/>
• Instructional practices involving collaborative groups of teachers and administrators	<input checked="" type="checkbox"/>
• Addressing needs of students with different learning styles and providing early and appropriate interventions	<input checked="" type="checkbox"/>
• Improving student behavior in the classroom	<input checked="" type="checkbox"/>
• Involving parents in their child's education	<input checked="" type="checkbox"/>
• Using data and assessments to improve teaching and learning	<input checked="" type="checkbox"/>
Improve quality of teacher force through:	<input checked="" type="checkbox"/>
• Training to integrate technology into curricula and instruction	<input checked="" type="checkbox"/>
• Cost-effective professional development, such as use of technology and distance learning	<input checked="" type="checkbox"/>
• Tenure reform	<input type="checkbox"/>
• Merit pay	<input type="checkbox"/>
Improve quality of principals and superintendents, such as management and instructional leadership academies	<input checked="" type="checkbox"/>

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Office of School Improvement

TITLE II, PART A TEACHER AND PRINCIPAL TRAINING AND RECRUITING

Matrix for Recruit and Hire

	Recruit	Hire	Retain	Pay/Salary/ Benefits	Testing	Training
Certified Teachers	v	v	v		v	v
Principals	v	v	v		v	v
Superintendents	v	v	v		v	v
Paraprofessionals	v	v	v		v	v
Class Size Reduction Teachers	v	v	v	v	v	v
Special Education Teachers	v	v	v	(If to reduce class size)	v	v
Specialists in Core Areas	v	v	v (If there is a shortage)	v		v
Supplemental Teachers of Special Needs to Individualize Instruction	v	v	v	v	v	v
Professionals from other fields	v	v	v	(Only if supplemental does not supplant an existing position)	v	v

v : Denotes this is allowable

- PROFESSIONAL DEVELOPMENT- The term professional development' —
 - includes activities that —
 - improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - are an integral part of broad schoolwide and districtwide educational improvement plans;
 - give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - improve classroom management skills;
 - are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
 - are not 1-day or short-term workshops or conferences;
 - support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
 - advance teacher understanding of effective instructional strategies that are —
 - based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - are aligned with and directly related to —
 - State academic content standards, student academic achievement standards, and assessments; and
 - the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
 - are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

- to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - provide instruction in methods of teaching children with special needs;
 - include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- may include activities that —
 - involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

- **SCIENTIFICALLY BASED RESEARCH-** The term scientifically based research' —
 - means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
 - includes research that —
 - employs systematic, empirical methods that draw on observation or experiment;
 - involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Program Information

Title V, Part A Innovative Programs – Local Uses of Funds

Instructional Materials, Professional Development, and School-Based Reform						
9. Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program						
10. Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology	236441		540			
11. Professional development activities in accordance with Title II, focused on student achievement of core academic standards	13649		30			
12. Programs that use best-practice models to improve classroom teaching and learning						
13. Programs to establish smaller learning communities						
14. Title I school improvement programs or activities for identified schools	59976	2917				

Michigan Department of Education
Application: Flint City School District (250149)
Application # 1: 2008-06-14 - Application In Progress
User: Mr. David Soto

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NEW:0

FLINT CITY SCHOOL DISTRICT (250149)
TITLE V, PART A INNOVATIVE PROGRAMS - LOCAL USES OF FUNDS

Has this page been updated since last year? [No] [X]

Instructions: Enter the requested information for each activity for which Title V, Part A funds will be used.

- Enter the number of student participants for activities that use Title V, Part A funds to provide services or materials for student use.
- Enter the number of staff participants for activities that use Title V, Part A funds to provide staff development.
- Public school data and private school data must be entered separately.
- If funds are used only for student services or materials, report only STUDENTS for the activity. If funds are used only for staff development, report only STAFF numbers for the activity.

	PUBLIC SCHOOL DATA			PRIVATE SCHOOL DATA		
	Funded Allocation	Estimated Number of Student Participants	Staff Development Estimated Number of Staff Participants	Funded Allocation	Estimated Number of Student Participants	Staff Development Estimated Number of Staff Participants
1. Establishment or enhancement of prekindergarten programs						
2. Programs to recruit, train, and hire highly qualified teachers to reduce class size, particularly in the early grades						
3. Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention programs	25940	541				
4. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling for at-risk students	48514	36				
5. Programs using research-based cognitive and perceptual development approaches and a diagnostic-prescriptive model to ensure student learning of academic content						
6. Programs to provide for needs of gifted and talented students						
7. Alternative education programs for expelled or suspended students, including reentry assistance programs						
8. Supplemental educational services by approved providers for students in Title I schools identified for school improvement, corrective action, or restructuring						
Instructional Materials, Professional Development, and School-Based Reform						
9. Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program						
10. Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology	236441		540			
11. Professional development activities in accordance with Title II, focused on student achievement of core academic standards	13649		30			
12. Programs that use best-practice models to improve classroom teaching and learning						
13. Programs to establish smaller learning communities						
14. Title I school improvement programs or activities for identified schools	59976	2917				

Office of School Improvement

TITLE V, PART A – INNOVATIVE PROGRAMS LOCAL USES OF FUNDS

Instructional Programs

- Establishment or enhancement of pre-kindergarten programs
- Programs to recruit, train and hire highly qualified teachers to reduce class size, particularly in the early grades
- Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention programs
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling for at-risk students
- Programs using research-based cognitive and perceptual development approaches and a diagnostic-prescriptive model to improve student learning of academic content
- Programs to provide for needs of gifted and talented students
- Alternative education programs for expelled or suspended students, including re-entry assistance programs
- Supplemental educational services by outside providers for students in Title I schools identified for school improvement, corrective action or restructuring

Instructional Materials, Professional Development & School-Based Reform

- Programs for development or acquisition of instructional and educational materials tied to high academic standards as part of overall education reform program
- Technology activities related to implementation of school-based reform efforts, including professional development on classroom use of technology
- Professional development activities in accordance with Title II, focused on student achievement of core academic standards
- Programs that use best-practice models to improve classroom teaching and learning
- Programs to establish smaller learning communities
- Title I school improvement programs or activities for identified schools

District-Level Reform

- Activities to encourage and expand district-wide improvements designed to advance student academic achievement
- Promising education reform projects, including magnet schools
- Activities to promote, implement or expand public school choice
- Planning, design and initial implementation of charter schools
- Programs to provide same-gender schools and classrooms (consistent with law)

Pupil Support Services


- Programs to hire and support school nurses
- Expansion and improvement of school-based mental health services
- School safety programs, including transfer options for students in persistently dangerous schools

Parent & Community Involvement

- Initiatives to generate, maintain and strengthen parental and community involvement
- Programs to improve literacy skills of adults, especially parents, including adult education and family literacy programs
- Community service programs involving school personnel and students
- Service learning activities
- Activities to promote consumer, economic and personal finance education
- Programs for cardiopulmonary resuscitation (CPR) training in schools

Program Information

Section 41 – Bilingual Education Program



MICHIGAN
Department of
Education

Consolidated Application
Applicant: Flint City School District (25010)
Application #: 0405-0664 - Application In Progress
User: Mr. David Soliz

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FLINT CITY SCHOOL DISTRICT (25010)
SECTION 41 – STUDENT COUNTS

Has this page been updated since last year? No

Instructions: Complete this page following the 2004 Fall membership count date and submit no later than November 17, 2004. Complete a separate page for each language classification in which students will receive bilingual instruction.

Students and Staff by Language Classification for Programs Eligible for Section 41 Funding: Enter the number of students eligible for Section 41 funding. Eligible students are those who receive instruction in their native language and in English by qualified staff. A student may not be counted for funding or served for more than three years.

Language (use language name, not nationality) Arabic

Eligible Students (Number of students eligible for Section 41 funds, 2004 Fall Membership)

K	1	2	3	4	5	6	7	8	9	10	11	12	Total Students
3	5	6	2	1		2		2	4	1			26

Total FTEs of Bilingual Staff (per language group)

Teachers with Bilingual Endorsement	Teachers with Permits	Teacher Aides, Tutors, Etc.
1		2

Project Contact Person

Name

Phone

Email

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Consolidated Plan

- Required for New PSAs
- Required elements listed in MEGS
- Plan uploaded in MEGS
- New Plan (examples):
 - Restructuring
 - Reorganizing district
 - Current plan expires
 - District chooses to develop new plan
- Updated Plan (link in MEGS to revision document template)

LOCAL CONSOLIDATED PLAN REVISION

Instructions: Use this template if you selected “**YES – Changes to Existing Plan**” on the Local School District Consolidated Plan page of the Consolidated Application.

Check the box for each section that has changed and briefly describe the changes.

Save the completed template and attach it to your Consolidated Application, using the Local School District Consolidated Plan upload page.

Contact your Field Services Consultant if you have any questions.

☐ 1) Mission Statement:

☐ 2) Goals based on student academic objectives for all students:

Expanded Element – Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science:

☐ 3.) Curriculum aligned corresponding with goals:

- ☐ 4.) Evaluation processes/evaluation of the plan:

- ☐ 5.) Staff Development:

- ☐ 6.) Development and utilization of community resources and volunteers:

- ☐ 7.) Role of adult and community education, libraries, and community colleges in the learning community:

- ☐ 8.) Building level decision-making:

- ☐ 9.) Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies:

- ☐ 10.) Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum:

- ☐ 11.) Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction:

- ☐ 12.) Required stakeholders (listed in Section 1277 of the School Code*) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans:

Local School District Consolidated Plan


FLINT CITY SCHOOL DISTRICT (25010)

LOCAL SCHOOL DISTRICT CONSOLIDATED PLAN

Has this page been updated since last year?

Instructions:

- No Changes:**
If there are no changes to your consolidated plan, no action is required on this page.
- New Plan:**
In the "Has this page been updated since last year?" dropdown, select Yes - New Plan. Update this screen by listing the page number(s) where the corresponding elements are referenced in your new consolidated plan. Go to the Local School District Consolidated Plan upload page and attach the new plan.
- Changes to the Existing Plan:**
In the "Has this page been updated since last year?" dropdown, select Yes - Changes to Existing Plan. Review this screen to ensure that the page number(s) where the corresponding elements are referenced are still accurate. Update and Save changes as necessary. Access the Local School District Plan Revision template: www.mi.gov/documents/Consolidated_Plan_Revision_88749_7.doc. Note all changes to the existing plan on the Local School District Consolidated Plan Revision template and save it to your local computer. Once complete, attach it to the application, using the Local School District Consolidated Plan upload page.



Consolidated Application
Applicant: Flint City School District (25010)
Application #: 0405-0064 - Application In Progress
User: Mr. David Sells

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FLINT CITY SCHOOL DISTRICT (25010)

LOCAL SCHOOL DISTRICT CONSOLIDATED PLAN

Has this page been updated since last year?

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Required Elements of Local School District Consolidated Plan	Page Number
1. Mission statement	<input type="text" value="1"/>
2. Academic learning goals based on achievement objectives for all students: Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, mathematics, science and social studies.	<input type="text" value="2-7"/>
3. Strategies to accomplish goals: Strategies must address the needs of students falling or at risk of failing to achieve Model Content Standards for Curriculum.	<input type="text" value="2-7"/>
4. Curriculum alignment corresponding with goals	<input type="text" value="7"/>
5. Evaluation processes/evaluation of the plan	<input type="text" value="7-10"/>
6. Staff development	<input type="text" value="10"/>
7. Development and utilization of community resources and volunteers	<input type="text" value="11-15"/>
8. Role of adult and community education, libraries and community colleges in the learning community	<input type="text" value="15-16"/>
9. Building level decision-making	<input type="text" value="16"/>
10. Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies: Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum.	<input type="text" value="16-17"/>
11. Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum	<input type="text" value="17"/>
12. Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction	<input type="text" value="18"/>
13. Required stakeholders (listed in Section 1277 of the School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans	<input type="text" value="18"/>

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OFFICE OF SCHOOL IMPROVEMENT

DISTRICT CONSOLIDATED PLAN NARRATIVE CHECKLIST

Required Elements of District Consolidated Plan

1. Mission statement S.C. (School Code) 380.1277(1)

OFS review criterion:

☐ A mission statement exists.

2. Goals based on student academic objectives for all students

-- Centered on academic learning

-- Strategies to accomplish the goals S.C. 380.1277(1)

OFS review criteria:

- ☐ Academic goals impact total school population, including subgroups.
- ☐ Academic goals include specific strategies to accomplish these goals.

Expanded Element:

Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science

OFS review criteria:

- ☐ There is at least one district goal in English language arts
- ☐ The English language arts goal broadly defines what all students are expected to know and be able to do
- ☐ There is at least one district goal in social studies
- ☐ The social studies goal broadly defines what all students are expected to know and be able to do
- ☐ There is at least one district goal in mathematics
- ☐ The mathematics goal broadly defines what all students are expected to know and be able to do
- ☐ There is at least one district goal in science
- ☐ The science goal broadly defines what all students are expected to know and be able to do

3. Curriculum aligned corresponding with goals S.C. (School Code) 380.1277(1)

OFS review criterion:

- ☐ There is a process in place to review and revise curriculum; evidence could include timeline for curriculum review or a description of the review process.

4. Evaluation processes/evaluation of the plan S.C. 380.1277(1) / S.C. 380.1277(2)(c)

OFS review criteria:

- ☐ Evidence that measures of student performance exist—NCLB calls these “student academic achievement standards”.
- ☐ A reference to periodic review of this data.
- ☐ Changes are identified which are needed to ensure that all students master the academic goals.
- ☐ Assurances are provided that district plan will be updated.

5. Staff development S.C. 380.1277(1)

OFS review criteria:

- ☐ A staff development component exists. Evidence could take the form of professional development strategies under academic goal(s) or as a separate section of the consolidated plan.
- ☐ Staff development activities are aligned with the academic goals.

6. Development and utilization of community resources and volunteers S.C. 380.1277(1)

OFS review criteria:

- ☐ There is a description of ways the district has or will develop community resources and recruit/train volunteers.
- ☐ There are examples of the use of community resources and volunteers.

7. Role of adult and community education, libraries, and community colleges in the learning community S.C. 380.1277(1)

OFS review criterion:

- ___ There is some reference to the role of adult and community education, libraries and community colleges in support of district activities.

8. Building level decision-making S.C. 380.1277(1)

OFS review criterion:

- ___ Building level decision-making process is described or implied (i.e., within the text describing the development of the goals and strategies and/or professional development activities)

9. Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies S.C. 380.1277(1)

OFS review criteria:

- ___ The text provided demonstrates an understanding of authentic assessment.
- ___ The text provided expresses an expectation that authentic assessment will be used K-12.

Expanded Elements:

Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum

OFS review criteria:

- ___ Description of assessment procedure to be used by Title I buildings to identify students to receive Title I services
- ___ If district receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place
- ___ If district receives Title I, Part D funds, assessment measures to identify neglected & delinquent student at risk of failing must be in place

10. Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum S.C. 380.1277(2)(f)

OFS review criterion:

- ___ District has a current Technology Plan on file with Michigan Department of Education.

11. Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction S.C. 380.1277(2)(f)

OFS review criteria:

- ___ Examples of on-the-job learning opportunities are detailed.
- ___ Description of how the on-the-job learning opportunities are combined with classroom instruction.

12. Required stakeholders (listed in Section 1277 of the School Code*) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans S.C. 380.1277(1)

OFS review criteria:

- ___ District school improvement team includes at least one person from each of the required stakeholders groups, i.e., school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district
- ___ If not every stakeholder group has representation, then a description of the effort of the district to invite participation is included



Intermediate School District Plan

- Similar elements listed in MEGS
- Plan uploaded in MEGS
- Updated Plan (link in MEGS to revision document template)

Intermediate School District Consolidated Plan


KENT ISD (+1000)

INTERMEDIATE SCHOOL DISTRICT CONSOLIDATED PLAN

Has this page been updated since last year? No

Instructions:

- No Changes:**
If there are no changes to your consolidated plan, no action is required on this page.
- New Plan:**
In the "Has this page been updated since last year?" dropdown, select Yes - New Plan. Update this MEGS screen by entering the page number(s) where the corresponding elements are referenced in your new consolidated plan. Go to the Intermediate School District Consolidated Plan upload page and attach the new plan.
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Michigan Department of Education

Current School Application
 Application #: KENT ISD (+1000)
 Application #: 0000-1000 - Application in Progress
 User: Mr. Mary Ann Bell
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KENT ISD (+1000)

INTERMEDIATE SCHOOL DISTRICT CONSOLIDATED PLAN

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Required Elements of Intermediate School District Consolidated Plan	Page Number
1. Achievement goals for special populations: Plans that include Title I, Parts A, C or D must establish goals that reflect achievement by all students of Model Content Standards for Curriculum in English language arts, mathematics, science and social studies.	<input style="width: 100px;" type="text" value="N/A"/>
2. Strategies to accomplish goals: Strategies must address the needs of students failing or at risk of failing to achieve Model Content Standards for Curriculum.	<input style="width: 100px;" type="text" value="5"/>
3. Assessment measures for special populations: Plans that include Title I, Parts A, C or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Standards for Curriculum.	<input style="width: 100px;" type="text" value="N/A"/>
4. Methods to assist districts in improving pupils' academic learning	<input style="width: 100px;" type="text" value="3"/>
5. Assurance that all pupils have reasonable access to all programs offered by the ISD, including transportation, if necessary.	<input style="width: 100px;" type="text" value="4"/>
6. A plan for professional development that supports academic learning	<input style="width: 100px;" type="text" value="5"/>
7. Methods to assist school districts in integrating applied academics, career and employability skills into all curricular areas	<input style="width: 100px;" type="text" value="5"/>
8. Ways to make available, in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction	<input style="width: 100px;" type="text" value="7"/>
9. Collaborative efforts with supporting agencies that enhance academic learning	<input style="width: 100px;" type="text" value="5"/>
10. Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services	<input style="width: 100px;" type="text" value="5"/>
11. To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation or both along with possible sources of revenue	<input style="width: 100px;" type="text" value="11"/>
12. Evaluation of the plan	<input style="width: 100px;" type="text" value="2"/>
13. Required stakeholders (listed in Section 1277 of the Revised School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the ISD school improvement plan	<input style="width: 100px;" type="text" value="1"/>

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OFFICE OF SCHOOL IMPROVEMENT

ISD CONSOLIDATED PLAN NARRATIVE CHECKLIST

Required Elements of ISD Consolidated Plan

1. Achievement goals for special populations.

If applicable, the plan must include goals for Title I, Parts A, C, or D and must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science.

OFS review criteria:

- ☐ At least one ISD goal in English language arts.
- ☐ The English language arts goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in social studies.
- ☐ The social studies goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in mathematics.
- ☐ The mathematics goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in science.
- ☐ The science goal broadly defines what all students are expected to know and be able to do.

2. Strategies to accomplish the goals for special populations.

OFS review criterion:

- ☐ Academic goals include specific strategies to accomplish these goals.

3. Assessment measures for special populations.

Plans that include Title I, Parts A, C, or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum.

OFS review criteria:

- ☐ Description of assessment procedure to be used to identify students to receive Title I services.
- ☐ If the ISD receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place.

4. Methods to assist districts in improving pupils' academic learning.

OFS review criterion:

- ☐ The ISD has methods in place to assist in improving student learning, such as data collection/data analysis, curriculum development, conferences, consultant services, and/or professional development opportunities.

5. Assurance that all pupils have reasonable access to all programs offered by the Intermediate School District, including, but not limited to transportation if necessary. S.C. 380.1277 (3) (b)

OFS review criteria:

- ☐ Plan addresses all student populations served by ISD programs.
- ☐ Plan describes the physical as well as academic access to all programs.

6. A plan for professional development that supports academic learning. S.C. 380.1277(3) (c)

OFS review criteria:

- ☐ A staff development component exists. Evidence could take the form of strategies under academic goal(s) or as a separate section of the consolidated plan.
- ☐ Staff development activities are aligned with the achievement goals as identified in first element.

- 7. Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.** S.C. 380.1277 (3) (d)
OFS review criterion:
___ A description of methods used to assist districts in meeting this requirement.
- 8. Opportunities for structured, on-the-job training:**
OFS review criteria:
___ Business relationships are present.
___ Internships/or apprenticeships are available to students.
___ On-the-job training is supported by continuing classroom instruction.
- 9. Collaborative efforts with supporting agencies that enhance academic learning.**
OFS review criterion:
___ Active participation in collaborative councils to enhance academic learning, e.g., Collaborations with institutions of higher education, specialized learning programs, health and human service agencies, and Migrant Services Council.
- 10. Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.**
OFS review criteria:
___ Long range, cost containment measures exist.
___ Evidence of interdistrict, inter-ISD cooperative programs, e.g., data processing, staff development, technology support, media resources, cooperative programming in lower incidents of handicap categories.
- 11. To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation or both along with possible sources of revenue.**
OFS review criterion:
___ When applicable, specific recommendations are included in the Intermediate School District consolidated plan along with needed possible sources of revenue.
- 12. Evaluation of the plan.**
OFS review criteria:
___ Evidence exists of an evaluation process for the goals contained within the Intermediate School District consolidated plan.
___ Assurances are provided that the Intermediate School District consolidated plan will be updated.
- 13. Required stakeholders (listed in Section 1277 of the Revised School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the Intermediate School District school improvement plan.**
OFS review criteria:
___ Intermediate School District school improvement team includes at least one person from each of the required stakeholders group, e.g., constituent and Intermediate School board members, school board administrators, teachers and other school employees, pupils, parents of pupils and residents of the intermediate school district.
___ If not every stakeholder group has representation, then a description of the effort of the intermediate school district to invite participation is included.



Amendments

- An amendment is a change made to the application once funding is approved and the status becomes "Grant Funds Available"
- AMEND APPLICATION button is activated in the Main Menu
- Amendment description is required



Submit Amendment

- Click AMEND APPLICATION
- Change information, click SAVE on appropriate page
- Complete amendment description, click SAVE
- Click SUBMIT AMENDED APPLICATION



When to Amend

- Adding staff or changing FTEs
- Adding a new function code
- Moving an amount greater than 10% of the total budget among approved function codes
- Accessing total allocation when lesser amount was applied for initially



Carryover

- “Funds not expended during *initial* year of availability”
- Regular funds available 7/1-9/30
- Cannot use 9/30 ending date to pay new school year costs
- Carryover funds must be expended by June 30 of the year following the initial year of availability



Access Carryover Funds

- Submit DS-4044 by 11-30
- Submit carryover budget in MEGS
- Deobligation option



Title I Carryover 15% Limit

- LEAs w/allocations of \$50,000 or more
- May be waived once every three years
 - Request “reasonable & necessary”
 - Supplemental appropriation



Questions and Answers

- Legislation web site: www.ed.gov/nclb
- Contact your regional Office of School Improvement consultant:
 - ◆ Region 1 517-373-4009
 - ◆ Region 2 517-373-0161
 - ◆ Region 3 517-373-6341
 - ◆ Region 4 517-373-4004
 - ◆ Region 5 517-373-4212